



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

the Early English Text Society's publications in 1864. Mr. Israel Gollancz translated it in 1891, making a line for line translation. In 1906 three translations appeared, and in 1907 and 1908 two more versions were made. Each of these translators—Gollancz, Osgood, S. Weir Mitchell (incomplete), Coulton. Mead, and Jewett—has told the story in his or her own way and according to his or her own poetic insight and power of translating. The beautiful allegory of the father who lost a precious jewel in his arbor, a spotless pearl, that slipped from his hand into the grass, and who mourns in the arbor on a day in August, after the harvest, until he falls asleep above the place where his lost pearl lies, is an entertaining tale—or, if you will, as Professor Schofield contends, a subtle theological dissertation. This father, as he sleeps, is "laid asleep in body and becomes a living soul." His soul leaves this earth and, by the grace of God, goes to a wondrously fair country beyond the realms of man, where all the hills are clear crystal, the trees azure, and the leaves of silver. In this land runs a river which the father would cross, but he cannot. On the farther shore stands a golden, glistening little maid adorned with pearls, his little daughter—a queen in heaven. She takes him to a hilltop, whence he sees the New Jerusalem and is blessed in peace and happiness.

If we omit the subtleties of the mediaeval spirit, its excessive tendency to moralizations, its spirit of symbolism, and its unnatural personifications, and read the poem for its more natural and vastly more charming backgrounds of the hills and vales, the running waters, and the singing birds, we shall be uplifted in our spirits and in our conceptions. Indeed, it is a poem that may well be introduced into our secondary-school work, not for intensive study but for supplementary reading.

Miss Jewett has not only made an acceptable translation, but she has also written an excellent, though brief, introduction which enlightens the reader in regard to the peculiar linguistic and poetic qualities of the poem. The very low price of the school edition will permit of its being put into every school library.

H. E. COBLENTZ

SOUTH DIVISION HIGH SCHOOL
MILWAUKEE, WIS.

Pestalozzi: An Account of His Life and Work. By H. HOLMAN. New York: Longmans, Green & Co., 1908. Pp. 322. \$0.75.

It would seem that some temerity is evinced by the writer who presents to the educational world another work treating of the life and theory of the great Swiss reformer of popular education. The bulk of Pestalozzian literature in English, French, and German is vast and imposing, yet it is steadily augmented with every year. Despite this fact there can be little doubt that Mr. Holman, in his careful study of Pestalozzi, has made a contribution of real value to thoughtful students of the evolution of educational principles. Few of the works in English are so admirably full and complete in treatment. The author makes liberal use of suggestive quotations from Pestalozzi's writings, both the familiar works and those not yet published in English translations. Thus the reader is made acquainted with Pestalozzi's educational creed, not alone as

presented in *How Gertrude Teaches Her Children*, but as set forth in his treatises, *On Infants' Education*, *On the Idea of Elementary Education*, and in the work of his last years, his *Swan Song*. By the use of quotation and summary the attempt is also made to acquaint the student with the social and moral philosophy of Pestalozzi, so obscurely expounded in his *Researches into the Course of Nature in the Development of the Human Race*, a work which no one has succeeded in translating into English. Manifestly the author has sought to treat all aspects of Pestalozzi's thought and, so far as possible, to accomplish this by presenting the writer's own words, not the critic's interpretation of them.

The thoroughness of treatment is suggested by the headings of the chapters. One of the most helpful parts of the book in orienting the reader is the first chapter on "The Spirit of the Times." Here the necessary background for appreciating the intellectual, social, and political conditions which shaped Pestalozzi's thought and determined his life-work is sketched with skill and a just appreciation of values. The subsequent seven chapters deal sympathetically with the vital facts of Pestalozzi's life in its various stages of effort, from Zurich and Neuhof to Burgdorf and Yverdon. Then follow chapters on "Pestalozzi the Man," "Pestalozzi the Thinker," "Pestalozzi's Methods of Teaching Language, Form, and Number," "Methods of Teaching Various Other Subjects," "General Methods and Views," "Some Criticisms of Pestalozzi's Theories," and finally, "What Pestalozzi Did for Education." In each of these chapters Pestalozzi's educational principles and their resulting practices are clearly presented in their mutual relations and are emphasized by numerous citations from his writings.

Adverse criticism is reserved for one of the final chapters, since the author states in his preface that he purposes "to set forth as clearly as possible what Pestalozzi thought, wrote, and did, and not to expound what the writer of this book thinks of what Pestalozzi thought, and wrote, and did." When the author does consent to sit in judgment upon the theories and schoolroom procedure of Pestalozzi he enters upon the criticism with manifest reluctance and urges the reader afterward to "stand back and respectfully take a full view of the whole man; lest he forget "that we do but brush the dust from the shoes of a master. . . ." Perhaps the writer's deep admiration and sympathy for Pestalozzi's great heart and noble life have operated somewhat to devitalize the character of his criticism. Nevertheless he suggests some shrewd objections which might well be urged against the simultaneous oral method, the method of mutual instruction, and the theory of language, form, and number as fundamental elements in all intuitions—methods and doctrines ardently upheld by Pestalozzi throughout his teaching experience. But the critic has made no attempt to lay bare the fundamental fallacy of Pestalozzi's method of object-teaching; hence his criticism is incomplete at an important point. To leave the unsophisticated reader with the impression that object-lessons *per se* are educative, that description and definition of things, arbitrarily selected, may rightly be regarded as an end and not as a means of education, is to assist in making possible a continuance of the dreary and formal "object-lesson" from which educational practice is but just beginning to break away.

Mr. Holman's book is eminently readable. The style is good, at times very good, and a few illustrations taken from miniatures and sketches in the possession

of Miss Mayo, the daughter of Pestalozzi's famous English disciple, add to the interest of the work. The strength of the study lies in its excellent organization, its complete and sometimes fresh treatment of an oft-discussed theme, its liberal use of quotations from Pestalozzi's less familiar writings, and its brief but suggestive criticism.

WILLYSTINE GOODSSELL

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
NEW YORK CITY

Brief German Grammar. By ROSCOE JAMES HAM AND ARTHUR NEWTON LEONARD. Boston: Ginn & Co., 1908. Pp. 241. \$0.90.

A First German Book. By GEORGE M. HOWE. New York: Henry Holt & Co., 1908. Pp. 223. \$0.90.

German Inflections. By H. C. BIERWIRTH. New York: Henry Holt & Co., 1908. Pp. 82. \$0.40.

Among the long list of beginners' books in German that have been placed upon the market within the last few years, Ham and Leonard's *Grammar* is, without doubt, one of the best. It is intended, according to the statement of the authors in the preface, to meet the practice of those teachers who believe that a thorough grounding of the essentials of German grammar is the best preparation for reading and speaking German. The book can be completed in college classes by the end of the first half of the school year, if desired; but it is more complete than the ordinary beginners' book. One of its best features is the well-selected anecdote in each lesson, upon which the German and English exercises are based and which affords excellent material for German conversation. It is doubtful, however, whether the grammatical facts are always presented in the best order. The complete subjunctive inflection, for instance, appears before the declension of the weak adjective, and the conditionals before the comparison of adjectives and the inflection of personal pronouns.

The *First German Book* is constructed upon the inductive plan. The first 126 pages contain the material to be covered by the student, the second part contains the summary of the grammatical material presented in Part I. The defects of the book are more apparent than its excellences. In the first place the reading material is poorly selected, it being uninteresting and its vocabulary not sufficiently practical and everyday. In the second place the large number of unexplained constructions in the reading material of the first part of the book is likely to prove bewildering to the beginner. And lastly the order in which the grammatical points are presented is questionable. The declension of the noun should come before the subjunctive of indirect discourse and before a full explanation of separable and inseparable prefixes.

Bierwirth in his little book attempts to group according to types, not as is usually done according to parts of speech, all the different accidents of the language. The idea is admirably carried out, and the book will no doubt prove valuable as a reference as well as a drill book for first- and second-year students.

J. H. HEINZELMAN

THE UNIVERSITY OF CHICAGO